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ABSTRACT

An Iowa project identified curriculum, program standards, and a framework for promoting marketing education programs. The mission for the state action plan for marketing education is to develop a strategy to revitalize Iowa's marketing education for the 21st century. Three goals support this mission: (1) create a community-wide awareness of the need for marketing education; (2) create a personal/professional development plan to improve and enhance program delivery; and (3) participate in a statewide recognition process of local programs. The marketing plan has the following sections: (1) 1990 goals; (2) state action team members; (3) state action plan for marketing educators in Iowa--mission statement and three goals; (4) 15 suggested strategies for goal 1; (5) 15 suggested strategies for goal 2; (6) two suggested strategies for goal 3; (7) 25 areas most in need of improvement; (8) top 10 areas in need of improvement; (9) 18 areas that are strengths in local marketing education programs; (10) top 10 areas of strength; (11) activity guide and timeline; (12) research on attitudes about business, marketing, and marketing education; and (13) plans for marketing marketing education. (NLA)

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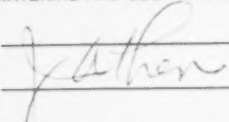
MARKETING PLAN
for
IOWA MARKETING EDUCATORS

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STATE ACTION PLAN FOR IOWA
"Marketing" Marketing Education

Developed by State Action Team
Directions '90 Conference
Atlanta, Georgia
June 21-25, 1990

"Action Team" was a phrase coined for the 1984 Curriculum Conference. Teams established then have been responsible for much of the positive change in Marketing Education over the past five years. During that period, we have seen extensive repositioning of curriculum, new program structures with increased flexibility, implementation of improved program standards, and the development of a framework for marketing our programs.

This project marks the beginning of a new five-year period--one during which Marketing educators will have the opportunity to develop and implement significant, local marketing efforts on behalf of our profession. Like past initiatives, marketing will take teamwork--and action! We are certain that the key to effective marketing is held by the local instructor. Together, with each of us contributing to our overall goals, we will see growth and expansion of market share for our programs.

But, marketing doesn't just happen. It must be planned--and it must be continual, focused on need, and evaluated long-term. There are no quick fixes. MarkED and MEA have made strong commitments to a major marketing effort. D.E.C.A. and AVA are evaluating their roles and are likely to contribute to the initiative. Today, however, is when it really begins. Each participant is challenged to be an active, contributing member of this plan--now and over the next five years, as our marketing initiative moves us toward the 21st century.

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DIRECTIONS '90 GOALS

- * Develop a thorough understanding of how the marketing concept and each element of the marketing mix might be applied to marketing the discipline of Marketing Education.
- * Develop marketing planning strategies for Marketing Education.
- * Review potential target markets and reference groups that might be addressed through targeted marketing and communications programs.
- * Agree on marketing priorities and a planning format that can best serve your state's needs for local marketing planning.
- * Collect and organize ideas and data that may be useful to individual instructors as they begin to develop a local marketing plan.
- * Establish priorities and timelines for the development of a local marketing plan for each member of the Action Team.
- * Develop a plan of work for Action Teams to facilitate local marketing planning activities throughout the state.
- * Identify types and sources of required support for marketing Action Plans from state and national organizations.

STATE ACTION TEAM MEMBERS

Gary Astor	Ft. Dodge
Vic Collins	Oelwein
Gary Bannick	Council Bluffs
Darwin Krumrey	Cedar Rapids
Ben Norman	Ankeny
Don Smith	Des Moines
Jayne Sullivan	Des Moines
Kate Varcoe	Cedar Rapids

Also in attendance were Ron Plum, Sheldon, and Rod Kingery, Waterloo.

STATE ACTION PLAN FOR MARKETING EDUCATORS IN IOWA

I. Mission Statement:

Develop a strategy for Iowa Marketing Educators to revitalize Iowa's Marketing Education into the 21st century.

II. Goals:

- A. Create a community-wide awareness of the need for marketing education.
- B. Create a personal/professional development plan to improve and enhance program delivery.
- C. Participate in a state-wide recognition process of local programs.

SUGGESTED STRATEGIES FOR GOAL 1

"Create a community-wide awareness of the need for marketing education."

1. Develop a good public relations program.
2. Improve advisory committee use.
3. Prepare and submit promotional releases for various media (TV, radio, newspaper).
4. Publicize follow-up studies and employment opportunities in marketing occupations.
5. Identify student workers on the job as well as official training sites in which they are employed.
6. Prepare and present programs to local community organizations and agencies.
7. Provide in-service activities for the business community.
8. Prepare regular communications media for parents and school support personnel.
9. Operate an active D.E.C.A. club.
10. Participate in field study programs.
11. Participate in national D.E.C.A. and national vocational education week activities.
12. Share program information with other school personnel.
13. Involve counselors and other school personnel in program activities.
14. Contact elementary school staff regarding former student success stories.
15. Improve coordination techniques.

SUGGESTED STRATEGIES FOR GOAL 2

"Create a personal/professional development plan to improve and enhance program delivery."

1. Attend summer marketing education conference.
2. Attend the state/national conferences.
3. Enroll in a formal college credit course or workshop.
4. Participate in a personal development workshop.
5. Attend national marketing conclave.
6. Improve personal program coordination techniques.
7. Become involved in community activities.
8. Attend store personnel meetings and business activities such as Chamber of Commerce meetings.
9. Become involved in instructor job shadowing programs.
10. Write articles for professional newsletters and magazines.
11. Secure or maintain memberships in professional organizations.
12. Modernize program curriculum.
13. Take part in instructor sharing meetings.
14. Become involved in total academic activities at the local school.
15. Write a formal marketing plan for local program.

SUGGESTED STRATEGIES FOR GOAL 3

"Participate in a state-wide recognition process of local programs."

1. Prepare local program for certification/evaluation, upon development of guidelines by the state organization.
2. Assist in development of state participation in national program certification project.

The State Action Team identified the following areas as those most in need of improvement:

Funding (equipment and software)

Communication of program purpose and goals

Articulation

Coordination techniques

Advisory Committees

Little use of training plans

Aging teacher population

Industry people may be poor teachers

Teacher certification

Not enough time in school day (students' schedules)

Graduation requirements

Declining enrollments

Competing with other agencies

Not enough exposure

Need to join more civic organizations

Lack of PR statewide

No help from state department/universities

No stated outcomes (lack of follow-up; research)

Need increased support from administrations

Competition within school

Guidance, counseling

Too much variation in curriculum(s)

Define role of secondary and post-secondary

Need to change target markets

Strengthen D.E.C.A. program

The State Action Team then identified the top ten areas needing improvement:

1. Communication and Public Relations
2. Funding
3. Help from State Department
4. Coordination techniques
5. Declining enrollments
6. Aging teacher population
7. Competition
8. Graduation requirements
9. Articulation; teacher certification: time demands (tie)
10. No stated outcomes; advisory committees (tie)

The State Action Team identified the following areas as strengths in most local marketing education programs:

1. Variety
2. Quality instructors
3. Quality training stations
4. Quality of life
5. Good facilities
6. D.E.C.A. participation
7. Good kids
8. Cooperation between educators
9. Value of education
10. Midwest work ethic
11. Strong advisory committees (post-secondary)
12. Emphasis on marketing, not selling
13. Flexibility of curriculum (post-secondary)
14. Placement records
15. Growth field for employment
16. Reasonable teaching load
17. Staff development/travel support
18. Improved teaching materials

The State Action Team then identified the top ten areas of strength:

1. Quality of instructors
2. Quality training stations
3. Good quality students
4. D.E.C.A. participation
5. Good facilities
6. Growth field
7. Value of education
8. Strong advisory committees
9. Placement records
10. Staff development

ACTIVITY GUIDE AND TIMELINE

- * Implementation Process
- * Activity Outline
- * Time Line

Action Team Role

July 90	* Finish State Action Plan project * Funding proposal for regional meetings	- Completion - Don Smith - Write proposals and submit to Department of Education
Aug 90	* Coordinator's Conference * Project leaders selected	- Create awareness of plan - Identify project leaders for implementing State Action Plan
Sept 90	* Due to back-to-school activities, no activities planned	
Oct 90	* D.E.C.A. Conference (delegate assembly) * IME Newsletter	- Attend, if possible - Report on plans and progress
Nov 90	* Planning for meeting of project leaders	- Assist project leaders with plan implementation
Dec 90	* No events planned	
Jan 91	* Start scheduling regional meetings	- Management committee project leaders
Feb 91	* Complete regional meetings * D.E.C.A. planning meetings	- Assistance, if necessary
Mar 91	* State leadership conference and plan update	
May 91	* No activities planned	
June 91	* Conclave for all marketing educators	
July 91	* No activities planned	

- Aug 91
- * IME Conference - Local coordinators will have completed first two goals as identified by State Action Team
 - * Create a Community-wide awareness of the need for Marketing Education
 - * Create a personal/professional development plan to improve and enhance program delivery

The Action Team was in agreement that the three goals recommended are critical for the continuation of marketing education. However, it was thought that for this first year of the marketing plan, goal #1 should be your priority. It is recognized that in planning the strategies for goal #1, the remaining two goals may be addressed.

In order to be most effective, the Action Team felt it best to focus your energies and resources on the attainment of goal #1, thus building a firm foundation for the plans and strategies of the ensuing years.

The following pages identify the trends, perceptions and realities of Marketing Education. The information is meant to serve as a resource base for you, as you determine your own strategies for promoting a quality marketing education program.

RESEARCH ON MARKETING EDUCATION

SAMPLE DISTRIBUTION

STUDENTS:	N = 1206
Marketing:	N = 463/780*
Non-Marketing:	N = 742
< 3.0 GPA:	N = 544
≥ 3.0 GPA:	N = 644
TEACHERS:	
Marketing:	N = 131
All Other:	N = 648
GUIDANCE COUNSELORS:	N = 283
EMPLOYERS:	N = 263

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*Short form, marketing students (only)

ATTITUDES ABOUT BUSINESS, MARKETING, AND MARKETING EDUCATION

Perceptions of Survey Respondents*

1 = low, 5 = high

	<u>Classroom Teachers</u>	<u>Guidance Counselors</u>
Business	3.32	3.52
Marketing	3.31	3.50
<u>Marketing Education</u>		
Overall Quality	3.75	3.96
Students	3.80	4.13
Outcomes	3.75	3.93
Process	3.62	3.79

FOR DISCUSSION OF

*Preliminary analysis, subject to revision.

ATTITUDES ABOUT MARKETING EDUCATION

Perceptions of Employers

1 = low, 5 = high

Overall perception of marketing students:	3.89
Perceptions of student OJT performance:	4.09
Level of involvement in local program:	3.10

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Perception of What's Taught

Marketing Topics:	3.84
General Business:	3.53
Consumerism:	3.53
Job Search:	3.98
Basic Skills:	3.73

ATTITUDES ABOUT MARKETING EDUCATION

Perceptions of Marketing Students

1 = low, 5 = high

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ENROLLMENT MOTIVES

Negative:	3.03
Job-related:	3.22
Money:	3.85
Nature of Curriculum:	3.87
Activities/Process:	3.52
Others' Influence:	2.48
Teacher Personality/Behavior:	3.91
College Entrance:	3.65

PERCEPTIONS OF CLASS/PROGRAM

Overall:	3.53
Outcomes:	3.59
Activities/Process:	3.57
Co-op/Work Experiences:	3.25
College:	3.4

MISCELLANEOUS

Friends' Perceptions:	2.95
Would Recommend:	3.99

STUDENT ATTITUDES ABOUT BUSINESS, MARKETING, AND MARKETING EDUCATION

Perceptions of Survey Respondents*

1 = low, 5 = high

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	<3.0 GPA	≥3.0 GPA	Marketing	Non-Marketing	All
Business	3.39	3.47	3.57	3.35	3.44
Marketing	3.53	3.58	3.72	3.45	3.55
Marketing Education					
Overall Quality	3.60	3.56	3.84	3.42	3.58
Students	3.57	3.51	3.85	3.34	3.53
Process	3.67	3.66	3.98	3.47	3.67
Level of Challenge	2.74	2.67	2.67	2.73	2.70
Teacher	3.77	3.75	4.06	3.54	3.75
Outcomes	3.82	3.46	4.04	3.66	3.80
Access/Barriers	2.51	2.54	2.17	2.76	2.54

*Preliminary analysis, subject to revision.

Directions: Part III

Did you ever do any of these things? Please put a check (✓) beside any that you have done:

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Percentage responding YES					
All	<3.0 GPA	≥3.0 GPA	Mktg.	Non-Mktg.	
.53	0.51	0.56	0.64	0.46	51. read a course description about our marketing classes
.37	0.36	0.37	0.48	0.29	52. read a brochure/handout/flyer about our marketing classes
.76	0.78	0.74	0.80	0.73	53. heard about marketing from another student
.48	0.48	0.48	0.57	0.42	54. heard about marketing from the ME teacher
.37	0.39	0.35	0.40	0.35	55. heard about marketing from one of my teachers
.40	0.45	0.36	0.56	0.30	56. heard about marketing from my guidance counselor
.24	0.24	0.25	0.29	0.22	57. heard about marketing from a family member
.15	0.15	0.16	0.18	0.14	58. went to a meeting to learn about our marketing classes
.34	0.28	0.39	0.34	0.33	59. read about marketing or DECA in our school newspaper
.21	0.19	0.22	0.25	0.18	60. read about marketing or DECA in our local (community) newspaper
.39	0.38	0.39	0.44	0.35	61. was in a class someone visited to talk about marketing

62. Did you ever hear about marketing classes in some other way? How?

- a.
b.

122. During the next five years, the number of students taking marketing classes will

- %
- 11 Increase significantly
 - 37 Increase somewhat
 - 21 No change
 - 21 Decrease somewhat
 - 7 Decrease significantly

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123. During the next five years, the percentage of seniors taking marketing classes will

- %
- 10 Increase significantly
 - 40 Increase somewhat
 - 28 No change
 - 12 Decrease somewhat
 - 7 Decrease significantly

124. During the past five years, the number of marketing teachers in our school (or percentage of time I spent on marketing) has:

- %
- 27 Increased
 - 55 No change
 - 17 Decreased

125. During the past five years, the number of marketing classes (different titles) has:

- %
- 25 Increased
 - 59 No change
 - 14 Decreased

973

126. Approximately what total number of students are enrolled in grades 10, 11, and 12 in your school. (Area vocational centers: estimate the combined total from all of your feeder schools)

127. Which best describes your teaching certification, at the time you started teaching your first marketing class? Check (✓) only one.

- %
- 64 Marketing education
 - 15 Business education
 - 4 Other academic subjects
 - 3 Not certified
 - 13 Other: _____

128. The focus of my program can best be described as:

- 9 % 83 general marketing
 4 general business
 9 general retailing
 3 specialized in: _____
 1 other: _____

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129. Which of the following best describes the overall organization of your marketing program:

- 9 % 11 One or more individual semester classes (1/2 credit)
 52 One or more individual year-long classes (1 credit)
 24 Required sequence of classes (2 or more credits)
 12 Other: _____

130. On average, how often do you visit a student's training sponsor?

- 9 % 2 Weekly
 20 Every two weeks
 43 Monthly
 19 Every two months
 5 Each three months
 5 Less than once per three months

63%
yes no

131. Do you belong to any local business organizations (e.g., Kiwanis, Rotary, BPW, Sertoma, LaSertoma, Chamber)? Please specify: _____

65%
yes no

132. Do you belong to any business associations (e.g., SME, AMA, ASTD, etc.)? Please specify: _____

133. Please check each of the following of which you are a professional member:

- 9 % 55 AVA (American Vocational Association, Marketing Education Division)
 64 National MEA (Marketing Education Association)
 77 State MEA (Marketing Education Association)
 75 MarkED (Subscriber to Update! Service)
 95 DECA

134. Which of the following have you attended within the past three years (1987, 1988, 1989):

9%

21 AVA Convention

62 DECA CDC (national)

33 Conclave

83 State professional development workshops (e.g., June or August)

77 Special workshop for specific marketing or marketing education topic

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5.4

135. How many years of full-time business experience do you have?

6.1

136. How many years of part-time business experience do you have?

137. In what type business(es) did you work full-time?

a) Marketing: 33% Retail: 78%

b) Business, not mktg: 20%

138. What was the nature of the work?

Low Level: 45%

Professional: 22

Manager/owner: 17

139. My primary teaching assignment is:

99% High school

Postsecondary

1% Adult

140. Do you have an articulation agreement with an area college?

37% yes

50% no

12% uncertain

MARKETING EDUCATION TEACHER SURVEY

N = 131

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1. Official name of your program (e.g., M.E., Marketing Education, D.E., DECA)

2. Most commonly used name for your program?

61 % 3. Estimate the percentage of your seniors who have a legitimate interest in a marketing-related career.

37 % 4. Percentage of your seniors who have a legitimate interest in a retailing career.

54 % 5. Estimate the percentage of your seniors who have a legitimate interest in owning their own business.

27 % 6. Estimate the percentage of your seniors who have non-marketing career interests, but for which a marketing class will have legitimate applications (e.g., a student who wants to start a computer consulting company).

21 % 7. Estimate the percentage of your seniors who at this point do not have a legitimate career objective related to marketing.

8. What is your marketing program's market share (seniors)? (✓)

21% 0-10 37% 11-20 16% 21-30 12% over 30 11% Don't know

9. What is your marketing program's market share (all marketing students, grades 10, 11, 12)? (✓)

22% 0-10 37% 11-20 16% 21-30 12% over 30 11% Don't know
30% 14% 16% 23% 12%

10. Which three of the following do you think are the most significant in influencing students to enroll in marketing?

Check (✓) three:

% of all responses:

- | | |
|---|---|
| <u>4</u> 1. family | <u>3</u> 5. other teacher(s) |
| <u>19</u> 2. friends | <u>11</u> 6. guidance counselor |
| <u>28</u> 3. marketing student(s) | <u>0</u> 7. coach(s) |
| <u>21</u> 4. marketing teacher(s) | <u>1</u> 8. extracurricular activity sponsors |
| <u>10</u> 9. other (please specify) _____ | |
| ____ 10. other (please specify) _____ | |

PLANS FOR MARKETING
MARKETING EDUCATION

BUSINESS TRENDS THAT MIGHT IMPACT YOUR PROGRAM

What is the economic base in your community? Check all that apply.

- ☐ Agriculture
- ☐ Light Industry
- ☐ Heavy Industry
- ☐ Retail Trade Center
- ☐ Transportation Hub
- ☐ Government/Education Center
- ☐ Military Installation(s)
- ☐ Tourism/Entertainment
- ☐ Other _____

TRENDS: Are any of those checked above expected to change [positively or negatively] in the future? If so, list expected changes below:

1. _____

Community Impact _____

2. _____

Community Impact _____

3. _____

Community Impact _____

BUSINESSES THAT MIGHT HIRE MARKETING EDUCATION STUDENTS

	Number In Your Geographic Service Area	Estimate Of Total Employees	Change In Numbers During The Past Five years [up, down, or same]
Retail			
Wholesale			
Service			
Industrial			
Other: 1.			
2.			
3.			

TRENDS and other information from the above data that should be considered in the Marketing Plan:

-
-
-
-
-
-

MY SCHOOL'S ENROLLMENT PROJECTIONS

[High Schools: use only grade levels where your programs exist]
 [Post-Secondary: use total for institution]

	Total Number	Total Female	Total Male	Race [if available]				
				Bl.	Wh.	Hisp.	Asian	Oth.
1990 - 91								
1991 - 92								
1992 - 93								
1993 - 94								
1994 - 95								

TRENDS from the above data that should be considered in the Marketing Plan:

1. _____

2. _____

3. _____

4. _____

5. _____

6. _____

INCREASED GRADUATION REQUIREMENTS OR ADMISSION STANDARDS

Has your school increased its graduation requirements or admission standards recently. If so, what effect will the change[s] have on your program's enrollment?

Describe the change in graduation requirements or admission standards. _____

What anticipated impact will the change[s] have on your program?

1. _____
2. _____
3. _____
4. _____
5. _____

STATE TRENDS IN EDUCATION

Are there state trends in education that will possibly impact your program?

Describe any such trends. _____

What anticipated impact will the trend[s] have on your program?

1. _____
2. _____
3. _____

COMPETITION FOR STUDENT ENROLLMENT

Identify three or four direct competitors for student enrollment. These might be other vocational/academic programs, etc. Identify advantages and disadvantages they offer students.

Competitor _____

Advantages:

1.

2.

3.

4.

5.

Disadvantages:

1.

2.

3.

4.

5.

Competitor _____

Advantages:

1.

2.

3.

4.

5.

Disadvantages:

1.

2.

3.

4.

5.

Competitor _____

Advantages:

1.

2.

3.

4.

5.

Disadvantages:

1.

2.

3.

4.

5.

Competitor _____

Advantages:

1.

2.

3.

4.

5.

Disadvantages:

1.

2.

3.

4.

TARGET MARKETS

By now you should have collected enough data to accurately identify target markets for your Marketing Education Program. Please identify in the spaces below those target markets and indicate whether or not they are currently being served:

Currently
Served Y/N

1. _____
2. _____
3. _____
4. _____
5. _____
6. _____
7. _____
8. _____
9. _____
10. _____

MARKET IDENTIFICATION

complete a separate Market Identification form for each target market selected

TARGET MARKET/AUDIENCE ~~is~~:

The target market identified by the State Action Team as most appropriate for immediate marketing attention at the local level:

POSITIONING STATEMENT

A statement that clearly describes the Marketing Education program designed for the identified target market and emphasizes its unique characteristics is:

MARKETING MIX

The important characteristics of the mix needed to effectively serve the identified target market:

Product
Place/Location
Price/Value
Promotion

MARKETING PLAN

IMPLEMENTATION SCHEDULE AND PROJECTED BUDGET

Now you must give thought to an implementation schedule for your marketing plan and also to projected expenses associated with the strategies developed. Based on priority and expense, divide your strategies/activities into three groups for implementation over the next three years. Some strategies will probably be included in all three groups.

After determining groups, project the expense for implementing each strategy and also a targeted date for completion.

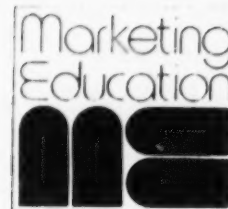
STRATEGIES - YEAR 1

Completion
Date

Est.
Cost

1. _____	_____	_____
2. _____	_____	_____
3. _____	_____	_____
4. _____	_____	_____
5. _____	_____	_____
6. _____	_____	_____
7. _____	_____	_____
8. _____	_____	_____
9. _____	_____	_____
10. _____	_____	_____
11. _____	_____	_____
12. _____	_____	_____
13. _____	_____	_____
14. _____	_____	_____
15. _____	_____	_____

Suggestions for Building
Quality Marketing Education Programs



Excellent Marketing Education programs:

give students a foundation for their future endeavors
bring recognition to the student and school
build pride and self-esteem
provide the community with marketing-oriented employees
reduces the high school dropout rate
Increases enrollment in Marketing Education

Quality Marketing Education Classroom Offer:

planned instructional activities
business-like operations/procedures
current marketing textbooks and equipment
effective use to time
competency-based curriculum materials in marketing
varied instructional techniques
a marketing atmosphere/environment
DECA as an integrated instructional component
enthusiasm for learning

My goal for quality: _____

Quality DECA Programs Offer:

student operated, teacher-managed activities
varied opportunities (leadership, civic, social, vocational)
training for performance
organizational skills
employer involvement
parental involvement
recognition
local, district, state, and national activities

My goal for quality: _____

Quality Contacts and Coordination Incorporate:

business-like presence (dress, business cards, appointments, etc.)
knowledge of students, employers and situations
organizational skills
human resource skills
a student-oriented philosophy
team-member attitude with co-workers
good public relations

My goal for quality: _____

A Quality Mode of Operation Emulates One Who:

enjoys teaching
is an advocate of students
is sold on Marketing Education as a worthwhile program
makes time for program operations
encourages a positive mental attitude

My goal for quality: _____

MOMENTS OF TRUTH

At the 1987 Summer Workshop, Bob Crumley of Boddie-Noell Enterprise, Inc., shared with us some "Moments of Truth" for Hardees' Restaurants and personnel. Teachers were asked to develop small group listings of "Our Moments of Truth". The following summarizes many of "Our Marketing Education Moments of Truth". We can use these as a means of evaluating Marketing Education.

CLASSROOM

Will my classroom appearance successfully promote Marketing Education? Can visitors tell my classroom is one for Marketing Education and/or DECA? Do my students assist with classroom decor and housekeeping?

TEACHING

Am I prepared for each class? Am I teaching recommended Marketing competencies? Am I motivating my students? Am I encouraging success? Am I varying my techniques? Am I involving my students? Am I utilizing school and community resources?

COORDINATION

Do I possess a professional appearance? Do I have my business cards? Am I on time for appointment? Do I have the needed names and addresses? Are my thoughts and materials organized? Am I familiar with the students' schedules and job tasks? Did I sign out from school and follow other local guidelines?

DECA ACTIVITIES

Are DECA activities well planned? Are the majority of my students involved? Do I use DECA functions to positively promote Marketing Education? Are employers, parents, and administrators informed? Are deadlines being met? Do my students and I evaluate each function?

SCHOOL CONTACTS

Do I maintain positive relationships with administrators, counselors, fellow teachers, and support staff?

PARENT CONTACTS

Do I project a professional appearance? Do I inform parents of successes, as well as problems? Am I open to input? Do I have the necessary facts and figures for parent conferences?

PROBLEMS

Do students and employers feel free to talk to me? Do I remain cool, calm, and collected? Do I remain objective? Do I make professionally sound decisions?

PERSONAL ATTITUDE

Am I enthusiastic about Marketing Education? Am I practicing what I preach? Do I possess a "Positive Mental Attitude?" Do I avoid playing favorites? Do I enjoy my career?

Are you prepared for your "Moments of Truth?"

Activity # 1

Date begin: Jun 90

end: Jul 90

Person(s) Responsible:

1. State Action Plan Committee

2. _____

3. _____

Description: Finalize project (action plan). Identify people
responsible.

Resources Needed: _____

Expected Outcome: Materials prepared for coordination conference in
August 90.

Activity # 2

Date begin: Jun 90

end: Jul 90

Person(s) Responsible:

1. Department of Education -

2. Don Smith, Jayne Sullivan

3. _____

Description: Funding proposal for action team to implement
proposed S.A.P. (State Action Plan)

Resources Needed: _____

Expected Outcome: _____

Activity # <u>3</u>	Person(s) Responsible:
Date begin: <u>Aug 1 90</u>	1. <u>State Action Team</u>
end: <u>Aug 3 90</u>	2. <u>Gary Astor, Don Smith, Vic</u>
	3. <u>Collins, Ben Norman, Darwin</u>
	<u>Krumrey, Kate Varcoe</u>
Description: <u>Conclave update; presentation</u>	
<u></u>	
<u></u>	
Resources Needed: <u>Copy of plan</u>	
<u></u>	
Expected Outcome: <u>Communication and awareness of plan</u>	
<u></u>	
<u></u>	

Activity # <u>4</u>	Person(s) Responsible:
Date begin: <u>Aug 1 90</u>	1. <u>State Action Team</u>
end: <u>Aug 3 90</u>	2. <u>Gary Astor, Don Smith, Vic</u>
	3. <u>Collins, Ben Norman, Darwin</u>
	<u>Krumrey, Kate Varcoe</u>
Description: <u>Identify project leaders</u>	
<u></u>	
<u></u>	
Resources Needed: <u></u>	
<u></u>	
Expected Outcome: <u>Implementation of goals 1 and 2</u>	
<u></u>	
<u></u>	

Activity # <u>5</u>	Person(s) Responsible:
Date begin: <u>Jan 1 91</u>	1. <u>Project Leaders (TBA)</u>
end: <u>Feb 28 91</u>	2. _____
	3. _____
Description: <u>Regional meetings</u>	

Resources Needed: <u>Copy of planning; funding for expenses.</u>	

Expected Outcome: <u>Instructors start on local plans and goals.</u>	

Activity # <u>6</u>	Person(s) Responsible:
Date begin: <u>TBA</u>	1. <u>State Action Team</u>
end: <u>TBA</u>	2. _____
	3. _____
Description: <u>Conclave</u>	

Resources Needed: _____	

Expected Outcome: <u>Update plan. Make revisions.</u>	

Activity # <u>7</u>	Person(s) Responsible:
Date begin: <u>Aug 91</u>	1. <u>Planning Committee (use</u>
end: <u>Aug 91</u>	2. <u>project leaders and teams)</u>
	3. _____
Description: <u>Summer conference</u>	

Resources Needed: _____	

Expected Outcome: <u>Finalization and presentation of goals and activities</u>	
<u>proposed for year one. Begin planning for year two.</u>	

Activity # _____	Person(s) Responsible:
Date begin: _____	1. _____
end: _____	2. _____
	3. _____
Description: _____	

Resources Needed: _____	

Expected Outcome: _____	

